

They Come With The Territory: Sex Offenders in Youth Serving Organizations

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Offender Relationship to Victim (Huot, 1999)

- ◆ 1652 offenders
- ◆ All convicted and for sexually abusing children.
- ◆ Biological parent 16%
- ◆ Stepparent 14%
- ◆ Other relative 16%
- ◆ Acquaintance/
friend of parent 26%
- ◆ Person in authority
or youth service
worker/volunteer 22%
- ◆ Stranger 05%
- ◆ Other 01%

A Sample of CBI Sex Offenders

- ◆ Foster parents
- ◆ Child protective workers
- ◆ Juvenile probation officer
- ◆ Pediatrician
- ◆ Boy Scout Leaders
- ◆ Church camp counselors
- ◆ Sunday school teachers
- ◆ School bus drivers
- ◆ Dornbecker volunteer
- ◆ Child Care Provider
- ◆ Boy's Club staff member
- ◆ Soccer coaches
- ◆ Softball coach
- ◆ Daycare providers
- ◆ Gym coach
- ◆ Swim coach
- ◆ Youth pastors
- ◆ Children's therapist
- ◆ Teachers
- ◆ Cheerleading coaches

Sex Abuse/Misconduct Problems That Impact Agencies

- ◆ 20% of all children and adults have/will be abused.
- ◆ Agencies face students/student, staff/student, staff/staff or staff/off property misconduct.
- ◆ Can involve hands on crimes, Internet crimes (child pornography or “travelers”), hands off (peeping/exposing) or harassment.
- ◆ Victims may have special needs and abuse can interfere with learning.
- ◆ All can impact children, co-workers and administration

Increased Availability & Access = Increased Risk

- ◆ Organizations that cater to children and families attract sex offenders.
- ◆ Organizations that portray themselves as “safe” and focus on “goodness” are at increased risk due to the decreased wariness and surveillance of members.

Where do they take place?

- ◆ Offenses happen in public, on agency property or at home.
- ◆ Second only to families, child serving organizations have the highest rates of offending.
- ◆ 1 in 10 cases takes place on school property or a park (Bureau of Justice Statistics, 2000).
- ◆ 94% of people arrested have not been arrested before (New York Sex Offender Management, 2007)

Child Sexual Abuse and the Male Monopoly: An Empirical Exploration of Gender and A Sexual Interest in Children (Freel, 2003)

- ◆ Surveyed 183 child care workers in West Yorkshire, England
 - ◆ 15% of male and 4% of female child childcare workers expressed a sexual interest in children
 - ◆
 - ◆ 4% of the men, 2% of the women would “have sex” with children if no one would “find out” and “no punishment”

Sexual Interest in Children

- ◆ 4% of college women reported at least one sexual experience that met the criteria for sexually abusing a younger child at least <5 yrs (Fromuth & Conn, 1997)
- ◆ 6% of college students admitted they felt “more attracted” to children than teens adults (Smith, 1993 & 2011)
- ◆ 9% of college students admitted to having sexual fantasies about children, 5% admitted masturbating to sexual fantasies about children (Briere & Runtz, 1989).
- ◆ 10.4% of adult males expressed a sexual interest in prepubescent children, 9% reported sexual fantasies about children, 6% admitted masturbating to fantasies about children and 4% admitted sexual contact with children (Ahlers,2011).
- ◆ 19% of adults said they would engage in sexual contact with children if they were assured they would not be punished (Wurtele &Klebe, 1995)

Teachers

- ◆ 2007 API report reviewed disciplinary records from all 50 states
- ◆ Between 2001 and 2005, 2,500 teachers were sanctioned following allegations of sex abuse
- ◆ Between **4.1% and 21.1% of students** have reported “contact” sexual abuse by a teacher
- ◆ Translates into 1 in 5 to 1 in 20 .

Educator Sexual Misconduct: A Synthesis of Existing Literature

- ◆ Commissioned by the U.S. Department of Education (2004)
- ◆ Teachers whose job description included “**time alone**” with students more likely to be investigated for sex abuse of students.
- ◆ Music teachers and coaches were **three times** more likely to be investigated than “non coaching” staff
- ◆ Average age of perpetrators was 28.

A comparative study of demographic data related to intra –and extra-familial child sexual abusers and professional perpetrators.
(Sullivan & Beech, 2004)

- ◆ 305 adult sex offenders (41 “PP”)
- ◆ “Professional perpetrators” had **higher IQs**
- ◆ Were **less likely to be in an intimate adult relationship or have children of their own.**
- ◆ 24% reported **exclusive interest in children**
- ◆ 15% said they entered career to offend, 41% said “partly” to offend, 20% “not sure,” 25% did not intend to offend.
- ◆ 41% said they knew they had a reputation among children for offending.

Why Do They Come with The Territory?

- ◆ People who molest children like to spend time with children.
- ◆ Some child molesters/pedophiles gravitate toward volunteer or employment positions that offer access to children.
- ◆ People who molest children enjoy children, are interested in children, know how to work well with children and appear to care about children.
- ◆ Offenders feel “safe” in our agencies.

Predators, Pedophiles, Rapists & Other Sex Offenders Salter, A. 2003

“In many communities, widespread ignorance about child sexual abuse increases pedophiles’ success rate of abusing children undetected. If efforts can create a well educated populace, that understands that child molesters can be the local softball coach, as well as the community flasher, parents will be less likely to give potential abusers unbridled access to their child.”

The Extent and Nature of Known Cases of Institutional Abuse (Gallagher, 2000)

◆ Teachers	29%	◆ Janitor	3%
◆ Music teacher	14%	◆ Coach	3%
◆ Pastor	9%	◆ School	
◆ Scout Leader	9%	◆ photographer	3%
◆ Daycare	6%	◆ School volunteer	3%
◆ School liaison / security officer	3%		

Schools, Churches and Other Youth Serving Organizations

- ◆ Some offenders “infiltrate and affiliate” to hunt.
- ◆ They do “good deeds” to throw people off, or lessen their own guilt.
- ◆ They become “everybody’s favorite” teacher or coach to give the impression of “goodness,” and to inhibit children and adults from reporting.
- ◆ They know some institutions are “easy marks” because they give people “the benefit of the doubt” and, they know that some institutions, especially churches, try to “handle it within.”

Modus Operandi of Sexual Offenders Working or Doing Volunteer Work with Children and Adolescents (Leclerc, et al. 2005)

- ◆ 23 adult “PP” sex offenders in TX in Quebec
- ◆ 96% spent “a lot” of time and gave “extra attention” to victims.
- ◆ 78% told victim “personal things.”
- ◆ 69% told victim they were “special, “played with them,” treated they “like adults.”
- ◆ 65% did things child wanted to do
- ◆ 52% let child decide what they would do together
- ◆ 43% gave special rewards or privileges
- ◆ 22% stuck up for victim in arguments with their friends
- ◆ 17% stuck up for child with parents

Modus Operandi Cont.

- ◆ 91% started with non-sexual touching,
- ◆ 82% touched more and more sexually over time
- ◆ 39% started sexual contact when victim was upset or needed attention
- ◆ 61% started sex like it was “no big deal.”
- ◆ 65% got “victim excited.”
- ◆ 35% told victim they would go to jail if child told
- ◆ 22% rewarded for not telling

They Come with the Territory: Sex Offenders in Youth Serving Organizations (Jewell Jensen, 2002)

- ◆ All anecdotal, not research based.
- ◆ Cases came from criminal and civil Investigations
- ◆ Police and PI interviews with victims and other witnesses.
- ◆ Law suit depositions.
- ◆ Offender admissions to police, evaluators and TX providers
 - Grooming reports, Clarification letters, Relapse Prevention Charts and Polygraph Examinations.

Teacher Offender “MO”

- ◆ Approximately 40 teachers (3 SDA)
- ◆ All offended children at school, some at home.
- ◆ Target male &/or female children/students.
- ◆ Elementary, middle or high school.
- ◆ Some dated single mothers or became “friends” with student’s family outside of school to gain and maintain access and alibi.
- ◆ “Teacher-Lovers” who became “involved” with students, some after child turned 18 or graduated.
- ◆ All groups had numerous victims/crimes.

Offender Comments About Joining Education/Youth Service Professions

- ◆ Some teacher/youth service offenders said they “went into education to offend.”
- ◆ Others said they chose their career because they felt “more comfortable” around children.
- ◆ A few said that these settings were “easier to offend in” because of the “naivety” of staff and the inherent concern about “false allegations.”

“Looking Back” What Witnesses Saw

- ◆ “Overly” involved with students/youth activities.
- ◆ Job and “free time” spent with youth/students.
- ◆ Youth work more of a “lifestyle” than a job.
- ◆ Single or divorced, little dating/interest in adult relationships.
- ◆ In adult relationship but relationship appeared “odd” to other people.
- ◆ Still living with parents (in 30’s).

More Hindsight.

- ◆ Teacher/worker seemed to identify with youth in dress, music & speech.
- ◆ Relationship with youth/students seemed more typical of “friendships” or “dating” relationships.
- ◆ Favoritism or “overly focused” on particular youth.
- ◆ Adult/youth relationships lacked boundaries.
 - Immature joking with students, pronounced interest in student/student relationships and dating, “flirty,” immature” and “jealous.”

Hindsight cont.

- ◆ Overly physical and “intimate” contact with youth and repeated reports about having youth sit on lap, hugging, “accidental” touching, rubbing of shoulders/back/feet.
- ◆ Student rumors about teacher “dating” students, being “gay” or a “pervert.”

Confrontation

- ◆ **Overly defensive when confronted and/or failed to alter behavior after reprimanded.**
- ◆ **Attempted to set other staff up against each other or the administrators.**

Communication and Boundaries

- ◆ Sharing personal information with students.
- ◆ Writing personal notes.
- ◆ Telling students they could tell him/her “anything.”
- ◆ First name basis.
- ◆ Commenting on personal appearance in an inappropriate way (“You are so beautiful, sexy or hot”).
- ◆ Paying students to perform work.
- ◆ Taking students out to eat/see movies.
- ◆ Buying students gifts.

New Trends in Teacher/Youth Service Worker Cases

- ◆ Email
- ◆ My Space & Face Book
- ◆ Asking student to be one of their “Friends” or placing the student on the teacher’s “Friend’s list.”

How Many Children in USA Play Sports (MN Amateur Sports Commission, 2013)

Number of kids who play organized sports each year	35 Million
Percent of kids who play sports outside of school	66%
Percent of boys who play organized sports	60%
Percent of girls who play organized sports	52%

Preventing Sexual Abuse of Young People in Australian Sports (Leahy, 2002)

- ◆ Out of 370 elite (national) and club (regional) athletes surveyed, 31 % of female athletes and 21% of male athletes reported having experienced sexual abuse prior to age of 18.
- ◆ 41% of the females and 29% of the males reported that the abuse was perpetrated by a coach or sport personnel.
- ◆ 96% of offenders were male, 4% female

The Principle, the Coach and Rape

- ◆ The Principle told police he didn't report because he "only wanted to report what I could prove."
- ◆ The Coach told police "Jim is a kid who likes to be the center of attention, and the allegations were just one more thing. Jim brought this on himself."

Freeh Report Published: Total Disregard for Children's Safety

- ◆ Special Investigative Counsel, Louis Freeh's report on the investigation into how Penn State University leaders handled matters related to child sexual abuse committed by Jerry Sandusky determined:
- ◆ **"there was a total disregard for the safety and welfare of Sandusky's child victims by the most senior leaders at Penn State. The most powerful men at Penn State failed to take any steps for 14 years to protect the children who Sandusky victimized."**

Stages of Grooming in Sports

(Salter, 2013)

- ◆ Spend lots of time with students/athletes.
- ◆ Access without suspicion
- ◆ Time alone with child
- ◆ Treating child/athlete special
- ◆ Rewards and punishments
- ◆ Inducing child to love and trust
- ◆ Authority/power over child
- ◆ Elevated status with parents
- ◆ Overnights
- ◆ Repercussions for telling

Coach Access (Parent & Demers, 2011)

- ◆ Coaching alone
- ◆ Restricting parents from sessions
- ◆ Showers
- ◆ Changing rooms
- ◆ Accepted reasons to “massage” athletes
- ◆ Trips away
- ◆ Sharing of hotel rooms

“We saw our coach more than we saw our parents.”
(Stirling & Kerr, 2013)

◆ **Coaches control:**
(Kirby et al., 2000)

- Team selection
- Playing time
- Access to facilities and competition
- Access to knowledge

◆ **Price of disclosing:**
(Demers, 2010)

- Excluded/harassed by peers
- Ridiculed or not believed
- Anxiety/isolation
- Violence
- Dropped or excluded from team

Outcomes of Detection

- ◆ Report/disclosure can cause major division among school staff and community.
- ◆ Prosecution can result in “acquittal” especially if the offender did a good job of grooming adults.
- ◆ Some cases precipitated/accompanied by the discovery of child porn/child sex chat rooms.
- ◆ Some resulted in “voluntary” resignation, termination or prosecution.
- ◆ For some, “resignation” resulted in “new hunting ground.”

Vicarious and Secondary Trauma

- Victim, family and friends,
- Offender's family.
- Investigators, attorneys, juries.
- Community members, co-workers and students who were around the offender or victim.
- Organization's administration & HR

Be Aware

- ◆ Offenders are likely to be well liked and do a good job
- ◆ Special ed or vulnerable students are often targeted
- ◆ Adults who have access to students before or after school or private settings
- ◆ Rumors are a good source of information on staff conduct
- ◆ Those with a close personal relationship with students

Sexual Behavior Warning Signs

- ◆ Adults who appear “hyper” sexual themselves.
- ◆ Adults who seem pre-occupied with the sexual development of children, make sexualized comments to or, about children.
- ◆ Adults who act “flirty” around children/teens.
- ◆ Adult who act jealous of children/teens relationships with each other.
- ◆ Adults who “accidentally” touch private parts.

“Boundary Violation” Warning Signs

- ◆ Adults who look to children for emotional or physical comfort.
- ◆ Adults who “accidentally” walk in on children while they are dressing or using the restroom.
- ◆ Adults who act like children or allow children to do questionable or inappropriate things.
- ◆ Adults who share personal or private information with children.
- ◆ Adults who engage in frequent physical contact with children.

Child/Teen Focused Lifestyle

- ◆ Adults who work with children but also spend their free time doing ‘special’ things with children.
- ◆ Adults who do not have children but seem to know a lot about the current fads or music that is popular with children/teens.
- ◆ Adults who volunteer with youth groups but do not have children in those groups.
- ◆ Adult who often has “special” child friends.

“Too Good to Be True”

- ◆ Adults who buy children special gifts for no reason.
- ◆ Adults who want to take children on outings that involve being alone with children.
- ◆ Adults who seem able to infiltrate family/ social functions or are always available to baby-sit.
- ◆ Adults that are “too good with kids” or, just seem “too good to be true.”

Child Abuse Reporting: Teachers' Perceived Deterrents. Kenny, 2001.

- ◆ 197 Teachers
 - ◆ Stepfather 26%.
 - ◆ Co-worker 11%

Why?

- ◆ Why don't other professionals see it?
- ◆ Report it?
- ◆ Believe it?

Targeting “High Risk” Agencies & Institutions

◆ Schools and Youth Serving Organizations

- School administrators and staff
- Parks and rec staff and volunteers
- Non-profit organizations
- Sports clubs

◆ Social Service/Child Welfare Organizations

- CASA & CRB
- DHS staff
- DHS clients and foster parents

◆ The Faith Community

- Specific Denominations
- County Wide
- Individual Churches

Training for Schools and Youth Serving Agencies

- ◆ The “math” of sex/child abuse.
- ◆ Etiology and development
- ◆ Grooming Behavior (victims, parents, & co-workers)
- ◆ Mandatory Reporting
- ◆ Possible improvements to prevention curriculum and risk management.

Joe Bilera & the Salem-Keizer School District

- ◆ Invested \$\$ in staff and community education
- ◆ All principles and administrators trained
- ◆ All school counselors trained
- ◆ Sponsored state-wide in-service day
- ◆ Partnered with local LEA, MH Child/Victim Advocates & DA's Office to implement project.
- ◆ Translated material into Spanish

MAINTAINING APPROPRIATE STAFF/STUDENT BOUNDARIES

Salem-Keizer Public Schools employees must understand the difference between appropriate and inappropriate interactions with students. Employees must engage in appropriate interaction with students at all times and avoid any interactions with students that could appear inappropriate.

Appropriate interactions create a safe environment for students to learn, grow, seek help in problem solving and conflicts, and develop social skills.

Inappropriate interactions cross the boundaries separating student from adult needs and create relationships that become peer-to-peer rather than adult-to-child. Offenders may be judged by students and others to be the "best" staff members, are often popular with students and parents, and are frequently recognized for contributions.

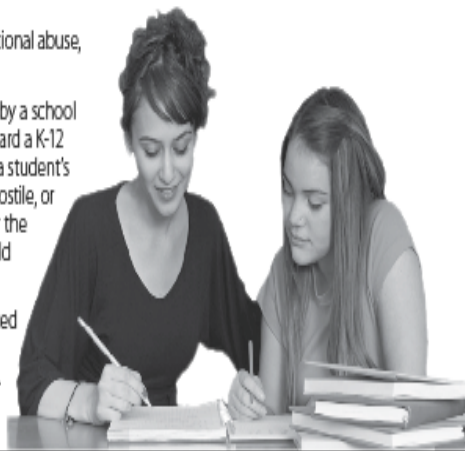
Staff who have frequent one-to-one contact with students or who work in co-curricular activities can be more at risk for inappropriate interactions or student allegations of inappropriate interactions.

*Appropriate interactions create a SAFE ENVIRONMENT for STUDENTS to LEARN,
grow, seek help in PROBLEM SOLVING and conflicts, and DEVELOP social skills.*

Child Abuse and Sexual Conduct and Salem-Keizer Public Schools Employees

Required information for employees (ORS 339.372):

- ❖ Child abuse and/or sexual conduct (as defined below) by district employees will not be tolerated (Administrative Policy PAP-A001).
- ❖ Child abuse includes: physical abuse, sexual abuse, emotional abuse, neglect, and threat of harm.
- ❖ Sexual conduct includes any verbal or physical conduct by a school district employee that is sexual in nature, is directed toward a K-12 student, has the effect of unreasonably interfering with a student's educational performance, and creates an intimidating, hostile, or offensive education environment. Examples listed under the "Inappropriate Interaction" sections of this brochure could constitute sexual conduct.
- ❖ If an employee is found to have abused a child or engaged in sexual conduct towards a K-12 student, disciplinary records will be released in accordance with ORS 339.388.



Report Suspected Child Abuse

All Salem-Keizer Public Schools employees are mandated by law to report suspected child abuse immediately to law enforcement or the Department of Human Services/Child Welfare (DHS) (ORS 4198.010); Administrative Policy (PAP-A001).

Concerns involving suspected child abuse and/or sexual conduct by district employees must be reported immediately to a supervisor or to Human Resources at 503-399-3061 (ORS 339.372). However, reporting to a supervisor alone does not fulfill your legal obligation; suspected child abuse must also be reported to law enforcement or DHS.

Reporting obligations are in effect at all times, regardless of whether the information was obtained in an official capacity with the district.

How to Report

You can report directly to your School Resource Officer (SRO) or call one of the following:

- ❖ DHS/Child Welfare: 503-378-6704, (Mon-Fri, 8am-5pm)
- ❖ Law Enforcement:

Keizer Police Department	503-390-2000
Marion County Sheriff's Office	503-588-5032
Polk County Sheriff's Office	503-623-9251
Salem Police Department	503-588-6123

If a child is at risk of imminent harm, call 9-1-1

This brochure was created through a cooperative partnership:

Salem-Keizer Public Schools
Salem Keizer Education Association
Salem-Keizer Association of Classified Employees
Salem Association of School Administrators

Work instructions are continually revised and improved. Users of this work instruction should check the QAM website for the most recent version.

For additional information contact:
Debbie Joa, Prevention & Protection Coordinator
Human Resources, 503-399-3061

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Sk #450001

PAP-W006

SALEM-KEIZER PUBLIC SCHOOLS



MAINTAINING APPROPRIATE STAFF/STUDENT BOUNDARIES

*Guidelines to Avoid the
Appearance of Impropriety*



Maintaining Appropriate Boundaries (Salem-Keizer)

“Inappropriate boundaries cross the boundaries separating student from adult needs and create relationships that become peer to peer, rather than adult to child. Offenders may be judged by students and others to be the “best” staff members, are often popular with students and are frequently recognized for their contributions.”

Examples of Inappropriate Conduct

- ◆ Spending time alone with students
- ◆ Meeting with students off campus
- ◆ Transporting a child alone and/or in a private vehicle when it is not a regular duty
- ◆ Receiving or writing personal communications from/to a student or giving gifts.
- ◆ A pattern of giving special privileges or showing favoritism to a particular student.
- ◆ Extracurricular activity leaders encouraging or condoning an atmosphere of loose and inappropriate boundaries around gender and harassment issues

Examples of Inappropriate Conduct

- ◆ Acting as helpers for serious student problems where appropriate training in effective advising or counseling is warranted.
- ◆ Invading person space of students/staff
- ◆ Giving shoulder massages, lingering touches, squeezes, requested affection.
- ◆ Touching students who may misinterpret the touch due to individual circumstances, cultural standards or developmental stage.

Examples of Inappropriate Conduct

- ◆ Conversing with students via electronic communication beyond what is necessary for educational purposes and/or school sponsored events.
- ◆ Discussing personal issues with students via text messaging, social networking sites, email, etc.
- ◆ Adding students on personal social networking sties as “friends” when not related to a legitimate education purpose.

Goals for Staff and Volunteer In-Service Training

- ◆ Support for victims & early identification of offenders
- ◆ Decrease staff gullibility and enabling behavior.
- ◆ Promote the “adults are responsible” agenda.
- ◆ Scare off offenders.

What All Churches, Schools, Youth Service/Sports Organizations Need.

- ◆ Screening procedures for employees and volunteers.
- ◆ Training program for employees and volunteers.
- ◆ Computer safety measures for employees and volunteers.
- ◆ Contracts for “No Abuse” and “Counseling if Needed”
- ◆ A comprehensive, age-specific “Child Safety” Policy (two person rule, limits on outside activities.....)
- ◆ A clear protocol for dealing with child abuse reports.
- ◆ A clear protocol for dealing with reports of “past” child abuse.
- ◆ **Prevention Education for Youth and Parents!!!!!!!**

Screening

- ◆ Face to face screenings show offenders you are serious about child safety, may weed out people who will have trouble following the rules, and eliminate the opportunity for people to say they “didn’t know the rules.”
- ◆ Call references, ask if there were any concerns about child safety or “interpersonal” relationships

Screening

- ◆ Ask candidate why they are interested in working with youth.
- ◆ If their interest seems ego-centric (“children are non-judgmental and make me feel good about myself”) vs. (I think I’m a good teacher and can help children learn to read.”)
- ◆ Ask the person if they have ever harmed a child.

Additional Screening Ideas

- ◆ Ask the potential employee/volunteer if they have reviewed the church child protection policy and what his/her thought are.
- ◆ If they don't believe such policies are necessary or express any hesitancy in abiding by them, they might not be offenders, but are less likely to be vigilant.

General Parent Workshop Outline”

“Advice From Child Molesters”

- ◆ Introductions.
 - Self care
- ◆ Agenda and Goals.
- ◆ Definitions of Abuse.
- ◆ Why Molesters Choose Children for Sex.
- ◆ Grooming Tactics.
- ◆ Responding to disclosures and reporting child abuse.
- ◆ Sex offender management.
- ◆ Talking to Your Children About Sexual Abuse.
- ◆ What to do if Your Child Gets Abuse.
- ◆ Safety Tips for Supervision of Children.
- ◆ Sexual Development and Behavior Between Children.
- ◆ Factors that Place Children at Risk.
- ◆ Offender Traits.



Stop It Now!

Together We Can Prevent the Sexual Abuse of Children

PREVENTION TOOLS

Have questions?

Need resources?

Get Help Now!

Online Help Center
<http://GetHelp.StopItNow.org>

Stop It Now! prevents the sexual abuse of children by mobilizing adults, families and communities to take actions that protect children before they are harmed.



331 Pleasant Street
 Suite B 319
 Northampton, MA 01060
 Phone: 413.587.3300
 Fax: 413.587.3500
www.StopItNow.org
info@StopItNow.org
 HelpLine: 1.888.PREVENT

Sexual Safety in Sports: Talking about Coaches Who Show Inappropriate Interest in Kids

Too often, the news carries stories about a bus driver, teacher, or even coach who sexually abused a child, stories that leave us wringing our hands. And yet, how many of us know what to watch out for or how to talk to our child when the risk of sexual abuse is more complicated than the scary guy at the playground offering them candy to get in his car.

To help parents, we've put together tips on how to talk with children and young people about coaches or other adults who show signs of sexual interest in children. Take time to learn to recognize and speak up *before* a child is harmed.

Talk about who sexually abuses children

90% of the time, children and young people are sexually abused by someone they know. Children are most at risk to be abused by someone they have regular contact with including relatives, coaches, teachers, neighbors, babysitters, etc. Use this knowledge when talking about who sexually abuses children. Say, "What if a neighbor asked you to look at some pictures of naked people, what would you do?" Or, "what if the babysitter always comes in the bathroom without knocking? What would you do?" Then talk to them about what they should do and say.

Talk about and help them recognize concerning behaviors.

People who sexually abuse children often show signs before they abuse. While there is no foolproof warning sign, certain behaviors are cause for concern. Talk about why it is important to tell a safe adult if anyone's behavior makes them uncomfortable. Say, "Some people need help if they can't remember the rules for how to behave around kids." Since most of the time children and young people know and often like the person who abuses them, it is helpful to use neutral language like "the rules" rather than talking about "perverts", "predators", etc

Talk about boundaries

People who sexually abuse children may disrespect or ignore a child's personal space or tease or belittle them when they try to set a limit. Sometimes this adult will hug, touch, kiss, tickle, wrestle with, or hold a child even when the child doesn't want this contact or attention. Ask your child to talk with you or a safe adult if this happens to them or to a friend.

Talk about inappropriate behavior between adults and children.

People who sexually abuse children can be more focused on relationships with kids than with other adults. They may turn to a child for emotional or physical comfort or share personal or private information or activities with a child or treat the child more like a peer. They might allow kids to get away with inappropriate behaviors, or point out sexual images or tell dirty or suggestive jokes or talk with them about sexual interactions or images. They might be overly interested in the kids' bodies or their dating relationships. Sometimes they will spend excessive time emailing, text messaging, or calling children or youth. Ask your child to tell you or another safe adult if this happens to them or a friend.

www.StopItNow.org

info@StopItNow.org

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Recommended Books and Videos

- ◆ ***Truth, Lies and Sex Offenders*** by Anna Salter
 - Available via Specialized Training Services (\$79)
 - 1-800-848-1226
- ◆ ***Close to Home*** by the Mark McGwire Foundation
 - Available via Amazon.com (\$30)
- ◆ ***A Very Touching Book***
By Jan Hindman.
- ◆ ***There is No Sex Fairy.***
By Jan Hindman
www.janhindman.com
- ◆ ***Predators: Pedophiles, Rapists & Other Sex Offenders***
By Anna Salter.